

Social Studies Achievement Rubric for 8th Grade Knollwood Report Card

12/1/2010 11:27 AM

Performance Indicators	Rubric
<p>Content: Understands ideas and concepts presented</p>	<p>3</p> <p>Responses and other assessments show clear evidence of understanding of historical or geographical concepts</p> <ul style="list-style-type: none"> Analyzes information to clearly and thoroughly explain issues, concepts, and/or draw conclusions
	<p>2</p> <ul style="list-style-type: none"> Responses and other assessments show a literal interpretation of information Comprehends information and can explain at least one issue or concept with extra support (teacher, materials provided, notes, etc.)
	<p>1</p> <ul style="list-style-type: none"> Responses and other assessments represent recall of some information Responses demonstrate some recall of major ideas
	<p>E</p> <ul style="list-style-type: none"> Responses and other assessments show evidence of understanding of history that reaches beyond the topic to make other connections or extend thinking Responses given show evidence of in-depth understanding of relevant historical concepts supported with multiple facts
<p>Content: Uses critical thinking skills to interpret information</p>	<p>3</p> <ul style="list-style-type: none"> Responses given show detailed supportive evidence Uses previous knowledge and makes connections to examine issues and support ideas Demonstrates clear understanding of scope of problem and central issues
	<p>2</p> <ul style="list-style-type: none"> Responses given demonstrate relevant historical thinking

	<ul style="list-style-type: none"> • Prior knowledge and connections are used in a limited manner to examine issues and support ideas • Restates scope of problem and central issues
	<p>1</p> <ul style="list-style-type: none"> • Ideas may be supported by basic information • Information on a literal level may be used to support ideas • Responses demonstrate recall of major ideas
	<p>E</p> <ul style="list-style-type: none"> • Responses given show evidence of in-depth, sophisticated understanding of relevant history supported with facts including other historical concepts • Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations • Responses demonstrate the ability to compare and discriminate between problems and central issues
<p>Content: Recalls pertinent information</p>	<p>3</p> <ul style="list-style-type: none"> • Independently identifies people, places, landmarks, and other significant historical and/or geographical information/concepts • Independently labels maps, diagrams, charts, and other graphical displays accurately and thoroughly
	<p>2</p> <ul style="list-style-type: none"> • With prompting or other scaffolds (such as a word bank), identifies people, places, landmarks, and other significant historical and/or geographical information • Labels features of maps, diagrams, charts and other graphical displays with some accuracy and/or assistance.
	<p>1</p> <ul style="list-style-type: none"> • With the aid of mnemonic devices, visual clues, word banks, and other scaffolds along with an increased contextual exposure, identifies a limited selection of people, places, landmarks, and other significant historical and/or geographical

	<p>information with or without assistance.</p> <ul style="list-style-type: none"> Labels some features of maps, diagrams, charts, and other graphical displays when given a word bank and/or other reference materials with/without assistance.
	<p>E</p> <p>Identifies people, places, landmarks, and other significant as well as obscure historical and/or geographical information and seeks to find out more</p> <ul style="list-style-type: none"> Labels maps, diagrams, charts, and other graphical displays with precision and detail beyond models given
<p>Research/Inquiry: Finds and organizes information effectively</p>	<p>3</p> <ul style="list-style-type: none"> Seeks out more than one source of information using a variety of research aids Makes judgments about the relevance, quality and reliability of information gathered
	<p>2</p> <ul style="list-style-type: none"> Relies mostly on one source of information Demonstrates a general understanding of the scope of the issue being studied
	<p>1</p> <ul style="list-style-type: none"> Attempts to use a single source of information Limited understanding of the scope of the issue being studied
	<p>E</p> <ul style="list-style-type: none"> Expands self-directed research, using multiple aids, researching information under related topics Employs complex reasoning to make judgments about the relevance, quality and reliability of the information gathered
<p>Communication: Produces in written, graphic, oral formats</p>	<p>3</p> <ul style="list-style-type: none"> Uses historical or geographical terminology appropriate to the situation when explaining solutions or thinking Provides clear, effective explanations with detailed evidence Presents information orally with appropriate volume, clarity, and eye contact

	<ul style="list-style-type: none"> • Produces thorough and accurate quality of class work
	<p>2</p> <ul style="list-style-type: none"> • Uses appropriate historical or geographical terminology • Presents researched information with key evidence • Presents information with reliance on written materials and inconsistent volume, clarity and eye contact • Limited production of class work
	<p>1</p> <ul style="list-style-type: none"> • Uses some historical or geographical terminology • Presents researched information with key evidence omitted, which may hinder communication • Reads information to audience with very little volume, clarity, and eye contact • Attempts to produce class work
	<p>E</p> <ul style="list-style-type: none"> • Communications always contain precisely and appropriately-used multiple historical or geographical representations and details to organize and display information. • Analyzes and organizes historical or geographical evidence to make a well-reasoned argument or interpretation that deals with major issues. • Presents information with dynamic and engaging style • Reaches beyond the task, making other connections, and independently produces thorough, accurate, and detailed quality of class work